MCCSC Anti-Racism Policy - Draft 1.0

(Transcription of the six components of policy from the Equity Student Ambassadors’ three work sessions on 8/30/22, 9/13/22, and 9/27/22)

Group 1: A section about what the district seeks to achieve because of the policy

MCCSC seeks to affirm a racially inclusive environment for BIPOC (Black, Indigenous, (and) People of Color) students and staff.
- Outline specific consequences for students and staff contributing to a racially hostile environment.
- Incorporating anti-racism in the curriculum
- Working to replace/eliminate racially neutral policies that maintain systems of racism and oppression.
- Incorporate inclusive and equitable practices in the school, including but not limited to the classroom, clubs, and extracurricular activities.

Group 2: A section about why the policy is necessary (what problem is the policy addressing?)

As part of our equity journey, MCCSC acknowledges significant student racial disparities in the:
- Academic achievement
- Graduation rates
- High ability identification
- Social and emotional well-being
- Extracurriculars
- Course participation
- Special ed identification
- Discipline rates
- Positive representation

These equity gaps occur from systematic, intergenerational, social, economic, and education inequity. Crucially, to progress social mobility for individuals and the community at large, schools have the powerful ability and responsibility to:
- Recognize potential racism
- Right generational wrongs - unlearn racist behavior
- Create safe, inclusive, accepting learning environments

Group 3: A section that describes the underpinning principles and values

- Action will be research-based. What factors predict student success? Why? What can we do to address these disparities?
- Emphasis on diversity of students and staff
- Emphasis on educating students and adults about the history of discrimination (segregation in schools, redlining districts, etc.) and how it impacts the modern world
Every child should have the opportunity to succeed and feel included regardless of their background (policy should go into the specifics)

MCCSC is committed to minimizing inequity in the community.

Group 4: A section that specifies policy objectives

Educate
Teachers:
- So they can recognize microaggressions and racism.
- How to respond appropriately to racism, discuss with students and parents.
- Discuss the history of racism on how it affects victims mentally and emotionally.

Students:
- How to respond to seeing other peers being racist
- The dangers of racism and why we should avoid it

Minimize (Decrease Racism)
- Racism/Inequity in the classrooms, extracurriculars, etc.
- Offensive and inappropriate racial behaviors through rules
- Reduce normalization of microaggressions
- Feelings of hurt, being left out due to racism
- Minimize privileges of certain groups over others.

Accountability
- Appropriate responses from teachers
- Progressive discipline
- Different levels: district, building, classroom
- Consequences: Different levels = other punishments, multiple warnings, parent calls, and talks with administrators.
- An easy way to report racism and inequity safely.

Group 5: A section that describes specific actions that people will take to achieve the policy objectives

District
- Collect school and district-wide data, reports (student/staff survey)
- District-wide staff training for inclusivity and equitable approaches in and outside classrooms (outside expertise and professionals)
- Develop a procedure for reporting racial incidents
- Anti-bias training
- Updating data frequently, bullying, harassment, racism, etc. (per semester/trimesters)
- Providing more classes/courses (about racism)
- Comparing data in the policy section

School
● Provide consistent professional development for staff
● Educate and inform through class meetings or other forms of collaboration
● Refine reporting procedures for racist and discriminatory instances
● Apply intersectional analysis in collaboration with counselors
● Participating in clubs

Staff and students
● Educating and informing students
● Understand the responsibility to report racist behavior
● Provide the opportunity to pursue advocacy work
● Be held accountable for discrimination based on race, ethnicity, gender, identities

Group 6: Key or related terms

● Race and ethnicity (differences)
● Microaggressions, slurs - referencing Student Handbook
● Racism (different types)
● Diversity
● Intergenerational
● Continuously developing
● Implicit Bias
● Combative response
● Equity
● Progressive discipline
● Discrimination
● Prejudice
● Anti-Racism
● Inclusion
● Marginalized
● Intersectionality (needs separate discussions with more attention)